

UNIT OVERVIEW

Course Name: Social Studies
Unit Title: Philanthropy in Michigan^{3/4} Civil War
Grade Level: 3rd - 5th Grades

Overview:

This unit is designed to help students to understand and explore the meaning of the term philanthropy—giving and sharing time talent and treasure for the *common good*. It is designed to promote higher level thinking skills and deep understanding of the sociological and historical implications of philanthropic activity. Students will have the opportunity to examine various factors that may motivate an individual to practice philanthropy, as well as consider some of the potential risks. Students will have an opportunity to engage in substantive conversation and formulate reasoned arguments based on a philanthropic act of civil disobedience that occurred in Marshall, Michigan in 1838. Students will also be given the opportunity to do individual research on a related topic of their choice.

The students will be using various trade books as vehicles to examine the social issues that prompted various acts of philanthropy that took place immediately before and during the Civil War. The activities that accompany the lessons are intended to incorporate various learning modalities (multiple intelligences) of students.

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

Lesson One:	SOC.VI.2.LE.1		
Lesson Two:	SOC.I.2.LE.3	SOC. I.2.LE.4	SOC.VI.1.LE.2
	SOC.VI.1.LE.3	SOC.VI.2.LE.1	
Lesson Three:	SOC.I.3.LE.2	SOC.VI.2.LE.1	SOC.VII.1.LE.2
Lesson Four:	SOC.V.1.LE.1	SOC. V.I.LE.3	
Lesson Five:	SOC.I.4.LE.2	SOC.VI.1.LE.1	SOC.VI.1.LE.2
	SOC.VII.1.LE.2		

Philanthropy Theme(s):

- Definitions of Philanthropy
- Philanthropy and Civil Society
- Philanthropy and the Individual

Unit Purpose:

The purpose of this unit is to help students gain deep understanding of the meaning of philanthropy, study some examples of philanthropic acts in history and in the present, and begin to consider the risks and benefits of becoming a philanthropist.

Unit Objectives:

Students will:

- learn the definition of *philanthropy*.
- be able to identify and give examples of philanthropy in fiction and in their own lives.
- examine various attitudes toward philanthropy.
- identify some personal benefits of engaging in philanthropic acts.
- consider choices, decision-making, and potential consequences of being philanthropic.
- compare and contrast a theoretical world "with" and "without" philanthropy.
- acquire, organize, and present information regarding acts of philanthropy done in Michigan during the Civil War.
- examine varying viewpoints on a controversial act of philanthropy that took place in Marshall, Michigan prior to the Civil War.
- have an opportunity to express their opinions about philanthropy through persuasive writing.

Experiential Component:

The students will have opportunities to interview grandparents or other individuals regarding philanthropy and will also have an opportunity to write their local newspaper or elected officials, expressing their opinions about a topic of concern.

Time:

The individual lessons are designed to fit one or two thirty to forty-five minute class periods. The research component will require several class periods or could become an ongoing project.

Lesson Titles:

1. What is Philanthropy?
2. Forming Opinions
3. Why Should I Do Philanthropy?
4. Philanthropic Michiganians of the Civil War
5. Decision-Making—Who Was Right?

Unit Assessment:

Each lesson has an individual assessment.

Notes for Teaching:

The five lessons in this unit are based upon the children's trade book, *Gentle Annie: The True Story of a Civil War Nurse*, by Mary Frances Shura, Apple paperback, 1997. ISBN: 0590435000.

This book is an example of historical fiction. It chronicles the true story of Annie Etheridge, a young woman from Detroit, Michigan, who enlisted as a laundress/nurse with the Second Michigan Volunteer Regiment. As one of several young female volunteers, she was the only one who did not return home when the unit marched into battle. Beginning with the first Battle of Bull Run, she distinguished herself by nursing the wounded and dying soldiers, as well as showing great personal courage. The book could be used for whole class instruction, or could be read to the class by the teacher. With slight modification, the lessons could be used with various other trade books about the Civil War.

Other recommended books include:

- Beatty, Patricia. *Who Comes With Cannons?* Greenwillow, 1992. ISBN: 0688110282.
- Whelan, Gloria. *Friends*. Thunder Bay Press, 1997. ISBN: 1882376544.

Most of the assessments for this unit is also related to Language Arts objectives and could be added to students' writing portfolios.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
Lesson One:		
SOC. VI. Public Discourse & Decision Making	2. Group Discussion	LE. 1. Engage each other in conversations which attempt to clarify and resolve issues pertaining to local, state, and national policy.
Lesson Two:		
SOC. I. Historical Perspective	2. Comprehending the Past	LE. 3. Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.
SOC. I. Historical Perspective	2. Comprehending the Past	LE. 4. Identify and explain how individuals in history demonstrated good character and personal virtue.
SOC. VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	LE. 2. Explain how a particular public issue became a problem and why people disagree about it.
SOC. VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	LE. 3. Evaluate possible resolutions of a public issue.
SOC. VI. Public Discourse & Decision Making	2. Group Discussion	LE. 1. Engage each other in conversations which attempt to clarify and resolve issues pertaining to local, state, and national policy.

Michigan Curriculum Framework (Continued):

Lesson Three

SOC.	I. Historical Perspective	3. Analyzing & Interpreting the Past	LE.	2. Interpret conflicting accounts of events in both Michigan and United States history and analyze the viewpoints of the authors.
SOC.	VI. Public Discourse & Decision Making	2. Group Discussion	LE.	1. Engage each other in conversations which attempt to clarify and resolve issues pertaining to local, state, and national policy.
SOC.	VII. Citizen Involvement	1. Responsible Personal Conduct	LE.	2. Engage in activities intended to contribute to solving a local, state or national problem they have studied.

Lesson Four:

SOC.	V. Inquiry	1. Information Processing	LE.	1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.
SOC.	V. Inquiry	1. Information Processing	LE.	3. Interpret social science information about local, state, and national communities from maps, graphs, and charts.

Lesson Five:

SOC.	I. Historical Perspective	4. Judging Decisions From the Past	LE.	2. Select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations, the interests of those affected by the decisions, and the short- and long-term consequences in those decisions.
SOC.	VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	LE.	1. Pose local, state, and national policy issues as questions.
SOC.	VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	LE.	2. Explain how a particular public issue became a problem and why people disagree about it.
SOC.	VII. Citizen Involvement	1. Responsible Personal Conduct	LE.	2. Engage in activities intended to contribute to solving a local, state or national problem they have studied.

Philanthropy Theme Framework:

Strand		Standard	Benchmark	
Lesson One:				
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	E.	1. Define philanthropy as the giving and sharing of time, talent, or treasure intended for the common good.
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	E.	6. Explain why acting philanthropically is good for the community, state, or nation.

Philanthropy Theme Framework (Continued):

PHIL	I. Definitions of Philanthropy	DP05. Role of Foundations	E. 2. Name a local philanthropist who has given to a foundation.
PHIL	II. Philanthropy and Civil Society	PCS01. Self, citizenship, and society	E. 5. Identify one local citizen who has helped the community through giving and/or service.
PHIL	II. Philanthropy and Civil Society	PCS02. Diverse Cultures	E. 7. Identify local women, and local minority philanthropists.

Lesson Two

PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	E. 3. Recognize that citizens have a responsibility for the common good, and define core democratic values.
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 6. Identify and describe core democratic values.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 1. Describe one reason why a person might give or volunteer.

Lesson Three

PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	E. 3. Recognize that citizens have a responsibility for the common good, and define core democratic values.
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	E. 5. Recognize that volunteering requires freedom of choice.
PHIL	II. Philanthropy and Civil Society	PCS01. Self, citizenship, and society	E. 3. Describe a benefit of group cooperation.
PHIL	II. Philanthropy and Civil Society	PCS01. Self, citizenship, and society	E. 3. Describe a benefit of group cooperation.
PHIL	II. Philanthropy and Civil Society	PCS02. Diverse Cultures	E. 4. Demonstrate listening skills.
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 14. Describe the roles of citizens in government.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 1. Describe one reason why a person might give or volunteer.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 2. Identify why people practice philanthropy related to their own self-interest.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 6. Compare and contrast behaviors that are helpful or not helpful for the community in our neighborhood, school, and local area.

Lesson Four

PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	E. 3. Recognize that citizens have a responsibility for the common good, and define core democratic values.
PHIL	II. Philanthropy and Civil Society	PCS01. Self, citizenship, and society	E. 5. Identify one local citizen who has helped the community through giving and/or service.
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 9. Describe how philanthropic activities can bring about social change.

Philanthropy Theme Framework (Continued):

Lesson Five

PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	E. 3. Recognize that citizens have a responsibility for the common good, and define core democratic values.
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	E. 4. Define each of the sectors: business, government, nonprofit, and family.
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	E. 6. Explain why acting philanthropically is good for the community, state, or nation.
PHIL	I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	E. 1. Describe how citizens organize in response to a need.
PHIL	II. Philanthropy and Civil Society	PCS02. Diverse Cultures	E. 2. Discuss the importance of respect for others.
PHIL	II. Philanthropy and Civil Society	PCS02. Diverse Cultures	E. 5. Identify the relationship of individual rights and community responsibility.
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 4. Identify individual sovereignty as a basic American concept in government.
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 6. Identify and describe core democratic values.
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 10. Give an example of an action by an individual or a private organization that has helped to enhance a core democratic value.
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 14. Describe the roles of citizens in government.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 4. Give an example of how citizens acted for the common good.

Lesson Developed and Piloted by:

Sally Engleman
Reeths-Puffer Schools
Central Elementary School
Muskegon, Michigan

Course Name: Social Studies
Unit Title: Philanthropy in Michigan^{3/4} Civil War
Lesson Title: Lesson One: What is Philanthropy?
Grade Level: 3rd - 5th Grades
Duration: One Thirty to Forty-Five Minute Class Period

National Content Standard:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.VI.2.LE.1

Philanthropy Theme(s):

- Definitions of Philanthropy PHIL.I.DP01.E.1 PHIL.I.DP02.E.6
PHIL.I.DP05.E.2
- Philanthropy and Civil Society PHIL.II.PCS01.E.5 PHIL.II.PCS02.E.7

Note: The five lessons in this unit are based upon the children's trade book *Gentle Annie: The True Story of a Civil War Nurse* by Mary Francis Shura, Apple paperback, 1997. ISBN: 0590435000.

This book is an example of historical fiction. It chronicles the true story of Annie Etheridge, a young woman from Detroit, Michigan, who enlisted as a laundress/nurse with the Second Michigan Volunteer Regiment. As one of several young female volunteers, she was the only one who did not return home when the unit marched into battle. Beginning with the first Battle of Bull Run, she distinguished herself by nursing the wounded and dying soldiers, as well as showing great personal courage.

The book could be used for whole class instruction, or could be read to the class by the teacher. With slight modification, the lessons could be used with various other trade books about the Civil War. Most of the assessments for this unit are also related to Language Arts objectives and could be included in students' writing portfolios.

Purpose:

Introduce students to the term *philanthropy*.

Objectives:

Students will:

- explain the meaning of *philanthropy* as, "caring, sharing, and/or private action for the common good."
- identify examples of philanthropy toward Annie Etheridge in the first three chapters of *Gentle Annie*.
- cite and discuss examples of philanthropy that they have observed in their own lives.

Experiential Component:

As an entire class or in small cooperative groups, students will generate a list of examples of philanthropy that they have personally observed or heard about.

Materials:

- *Gentle Annie*, by Mary Frances Shura (see **Bibliographic References**)
- Classroom materials: Chalkboard, whiteboard, or overhead projector **OR**
- Paper and pencils

Prerequisite Knowledge:

Students will have finished reading and discussing *Gentle Annie*, Chapters 1-3.

Instructional Procedure(s):

Anticipatory Set

- *Introduce the term **philanthropy** by writing it on the board or overhead, saying it, and allowing students to practice saying it.*
- *Students will hypothesize definitions of the word **philanthropy**, without other direction. (KWL.) Record responses on the board or overhead.*
- Provide the definition of philanthropy (*caring, sharing, and/or private action for the common good*).
- Small groups of students will discuss and record examples of philanthropy that they have read about. One student or all students could record their findings.
- Small group findings will be reported to the entire class.
- As an entire class or in small groups, students will record examples of philanthropy that they have personally observed or heard about.

Assessment:

The students will write a paragraph. The paragraph will need to include:

- the definition of philanthropy in the topic sentence,
- at least two examples of philanthropy observed by the individual student, and
- for each example given, students must explain why he/she considers this an act of philanthropy.

Criteria for acceptance includes all the above, plus the class standard criteria for paragraph writing. This standard includes Paragraph Form: indent, topic sentence, supporting details, complete sentences, and correct spelling for known words.

Extension:

Students will:

- keep a diary (calendar) of examples of philanthropy that they observe for a period of time to be determined by the teacher.
- look for articles (in the newspaper and/or other periodicals) that describe acts of philanthropy.
- keep a diary of their own acts of “philanthropy” for a period of time to be determined by the teacher.

Bibliographic References:

Shura, Mary Francis. *Gentle Annie: The True Story of a Civil War Nurse*. Apple paperback, 1997. ISBN: 0590435000.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. VI. Public Discourse & Decision Making	2. Group Discussion	LE. 1. Engage each other in conversations which attempt to clarify and resolve issues pertaining to local, state, and national policy.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL I. Definitions of Philanthropy	DP01. Define Philanthropy	E. 1. Define philanthropy as the giving and sharing of time, talent, or treasure intended for the common good.
PHIL I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	E. 6. Explain why acting philanthropically is good for the community, state, or nation.
PHIL I. Definitions of Philanthropy	DP05. Role of Foundations	E. 2. Name a local philanthropist who has given to a foundation.
PHIL II. Philanthropy and Civil Society	PCS01. Self, citizenship, and society	E. 5. Identify one local citizen who has helped the community through giving and/or service.
PHIL II. Philanthropy and Civil Society	PCS02. Diverse Cultures	E. 7. Identify local women, and local minority philanthropists.

Lesson Developed and Piloted by:

Sally Engleman
Reeths-Puffer Schools
Central Elementary School
Muskegon, Michigan

Course Name: Social Studies
Unit Title: Philanthropy in Michigan^{3/4} Civil War
Lesson Title: Lesson Two: Forming Opinions
Grade Level: 3rd - 5th Grades
Duration: Two Thirty to Forty-Five Minute Class Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.I.2.LE.3 SOC. I.2.LE.4 SOC.VI.1.LE.2 SOC.VI.1.LE.3
SOC.VI.2.LE.1

Philanthropy Theme(s):

- | | |
|-----------------------------------|-------------------|
| • Definitions of Philanthropy | PHIL.I.DP01.E.3 |
| • Philanthropy and Civil Society | PHIL.II.PCS05.E.6 |
| • Philanthropy and the Individual | PHIL.III.PI01.E.1 |

Purposes:

- To interpret and analyze various points of view
- To discuss and clarify some benefits of philanthropy
 - Justice
 - Common Good
 - Volunteering
 - Fulfillment
 - Empowerment

Objectives:

The students will:

- watch or present a short skit depicting an event from *Gentle Annie*, Chapter 4.
- verbally explain the points of view presented in *Gentle Annie*, Chapter 4.
- explain points of view held by Annie, Sophie, Will, Mr. Hammer, and Mrs. Hammer.
- write persuasive letters as one of the following characters from the novel:
 - *Annie* is a young woman looking for a fulfilling purpose in life.
 - *Sophie* is a young, sheltered socialite, who doesn't want to hear anything about the war.
 - *Will* is a young man, anxious for the adventure of doing his patriotic duty.
 - *Mr. Hammer* is a well-educated and politically informed older man, who would probably join the military if he were not so old.
 - *Mrs. Hammer* is fearful of the war and fearful of losing her son in the war.

Objectives (Continued):

- write a persuasive letter to Sophie, from the viewpoint of either Annie or Will, justifying the action taken by their chosen character.

Experiential Component:

See Lesson One Extension.

Materials:

- *Gentle Annie* (see **Bibliographic References**).
- Props, paper and pencils

Prerequisite Knowledge:

The students will have finished reading *Gentle Annie*, Chapter 4. The students will have previous experience in writing a friendly letter.

Synopsis of Scene:

A military band begins to play outside the Hammer home during dinner. The discussion at the table turns to the impending war. Mrs. Hammer feels that it is inappropriate dinner talk. Mr. Hammer beckons Annie to the window to “see the real world.” As the scene progresses, Mrs. Hammer retires to her room with a headache. Eventually, Sophia becomes infuriated at the continuing conversation and runs from the room.

Instructional Procedure(s):

Anticipatory Set

Ask students to explain the phrase, “see the real world.”

- Students will re-create, act, and/or observe a skit of the dinner scene in Chapter 4. Students will be assigned the parts of Annie, Will, Sophie, Mr. Hammer, and Mrs. Hammer. They may use their books (to read their lines) and available props in the classroom to represent the dinner table, etc.
- It may be useful to have several groups do a dramatic interpretation of the dinner scene passage.
- Divide students into five groups. Each group will be assigned one of the five characters, Annie, Will, Sophie, Mr. Hammer, or Mrs. Hammer. Each group will be asked to construct from five to ten “*I think (or feel)...because...*” statements for ***their character***. Responses will be written on paper.

Instructional Procedure(s) [Continued]:

- As a whole group, the class will discuss/analyze the position taken by each character. Possible open-ended questions might include:
 - a) *Why does this character feel the way he/she does?*
 - b.) *What is this person likely to do in the future (and why)?*
 - c.) *Which character would you be in this scenario? Why?*Note: The open-ended questions above could also become good journal questions.
- Direct students to select the character of either Annie or Will, and write a friendly letter to Sophie explaining their decision to join the military.

Assessment:

The students will be asked to write a *persuasive* letter as the character of either Annie or Will. The letter will be sent to the character Sophie.

The letter must include the following:

- Correct friendly letter form, correct paragraphing, complete sentences, and correct spelling of known words.

The letter must include the following content:

- What their character intends to do? Why they feel that this action is necessary? What benefits they will personally attain as the results of their decision?

Philanthropy Rubric:

- | | |
|------------------|--|
| 4 points: | The letter includes: <ul style="list-style-type: none">A. what their chosen character is going to do,B. why they feel that this action is necessary,C. what benefits they feel they will gain from taking this action, and,D. any possible risks from taking this action. |
| 3 points: | Any three of the above |
| 2 points: | Any two of the above |
| 1 point : | Only one of the above |
| 0 points: | None of the above, no response, illegible |

Language Arts Rubric:

- | | |
|------------------|--|
| 4 points: | Correct letter form (Heading, Greeting, Body, Closing, Signature) complete sentences, indented paragraphs with topic sentences and supporting details, correct spelling of known words |
| 3 points: | Missing one of the above |
| 2 points: | Missing two of the above |
| 1 point: | Missing three of the above |
| 0 points: | Missing all of the above, no response, illegible |

Extension:

- Students can interview their parents/grandparents about times that they had to make difficult decisions. Focusing questions: What was your difficult decision? Who or what influenced you? Why did you feel that this action was necessary? What benefits did you receive as a result of this decision?
- Students may be asked to watch a video or television program that involves a character making a difficult decision.
- Students could choose a topic of current controversy in the media, such as an environmental issue. They could use this topic to make a ***“Pro/Con T-Chart”** examining both sides of the issue (see below).

*Topic

Ideas in Favor

- 1.
- 2.
- 3.

/

Ideas Against

- 1.
- 2.
- 3.

Bibliographic References:

Shura, Mary Francis. *Gentle Annie: The True Story of a Civil War Nurse*. Apple paperback, 1997. ISBN: #0590435000.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. I. Historical Perspective	2. Comprehending the Past	LE. 3. Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.
SOC. I. Historical Perspective	2. Comprehending the Past	LE. 4. Identify and explain how individuals in history demonstrated good character and personal virtue.
SOC. VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	LE. 2. Explain how a particular public issue became a problem and why people disagree about it.
SOC. VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	LE. 3. Evaluate possible resolutions of a public issue.
SOC. VI. Public Discourse & Decision Making	2. Group Discussion	LE. 1. Engage each other in conversations which attempt to clarify and resolve issues pertaining to local, state, and national policy.

Philanthropy Theme Framework:

	Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	E. 3. Recognize that citizens have a responsibility for the common good, and define core democratic values.
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 6. Identify and describe core democratic values.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 1. Describe one reason why a person might give or volunteer.

Lesson Developed and Piloted by:
Sally Engleman
Reeths-Puffer Schools
Central Elementary School
Muskegon, Michigan

Course Name: Social Studies
Unit Title: Philanthropy in Michigan³/₄ Civil War
Lesson Title: Lesson Three: Why Should I Do Philanthropy?
Grade Level: 3rd - 5th Grades
Duration: Two or Three Thirty to Forty-Five Minute Class Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.I.3.LE.2 SOC.VI.2.LE.1 SOC.VII.1.LE.2

Philanthropy Theme(s):

- | | | |
|-----------------------------------|---|-------------------|
| • Definitions of Philanthropy | PHIL.I.DP01.E.3 | PHIL.I.DP02.E.5 |
| • Philanthropy and Civil Society | PHIL.II.PCS01.E.3
PHIL.II.PCS05.E.14 | PHIL.II.PCS02.E.4 |
| • Philanthropy and the Individual | PHIL.III.PI01.E.1
PHIL.III.PI01.E.6 | PHIL.III.PI01.E.2 |

Purposes:

- To consider the benefits when an individual chooses to do philanthropic acts.
- To engage in critical thinking and constructive conversation regarding opposing views.

Objectives:

Students will:

- describe the personal benefits that one may attain from engaging in philanthropy.
- consider and support opposing viewpoints regarding choices, decision-making, and consequences.

Experiential Component:

- Students will select a person to interview on the topic of philanthropy and record answers to the following questions:
 - *What do you do that is considered philanthropy?*
 - *Why do you participate in this activity?*
 - *What are some benefits to the people you help?*
 - *What are some benefits to you?*
- Provide students with an opportunity to share their findings with the class.

Materials:

Gentle Annie, by Mary Frances Shura (see **Bibliographic References**).

Prerequisite Knowledge:

Students will have finished reading and discussing *Gentle Annie*, Chapters 1-6.

Instructional Procedure(s):

Anticipatory Set:

The teacher and students will re-read a section from Gentle Annie, Chapter 6, page 47, in which Annie declares, “This is something I want to do, something I need to do.”

- As an entire class or in small cooperative groups, students will generate ideas about the rewards of philanthropy. Give each student an opportunity to share his or her idea.
- Students will offer an opinion about a reason for hesitating to engage in philanthropy.
- In pairs, students will take the viewpoint of either Annie Etheridge or Sophie Hammer (for volunteering to serve in the army as a nurse/laundress or opposed to volunteering).
- In pairs, students will take turns trying to “convince” their partner that their point of view is the correct one. (It might be advisable to set time limits for each person to think about their argument, as well as time limits for each one to present and respond.)
- Selected pairs will present their dialogue to the entire class.
- Pairs will cooperatively create a ***T-Chart Of Pros And Cons Of Doing Philanthropy****. Pros and cons could be either from the book or from “real life.” (The results will be collected by the teacher.)

Example of a T-Chart:

***Pros and Cons of Doing Philanthropy**

Good To Do

- 1.
- 2.
- 3.

/

Not Good To Do

- 1.
- 2.
- 3.

Extension:

Survey results can be analyzed by means of a graph or diagram.

Assessment:

Examination of T charts. Survey results.

Students will be asked to consider a world in which no philanthropy exists. Students may choose from a menu of activities, such as: Write a poem, draw a picture, write a paragraph, take photographs or video of situations which lack philanthropy, make a shoebox-sized diorama, collect pictures and make a collage, etc. Students may also propose their own project (to be approved by the teacher) to meet the requirements of the assessment.

Bibliographical References:

Shura, Mary Francis. *Gentle Annie: The True Story of a Civil War Nurse*. Apple paperback, 1997. ISBN: #0590435000.

Michigan Curriculum Framework:

	Strand	Standard	Benchmark
SOC.	I. Historical Perspective	3. Analyzing & Interpreting the Past	LE. 2. Interpret conflicting accounts of events in both Michigan and United States history and analyze the viewpoints of the authors.
SOC.	VI. Public Discourse & Decision Making	2. Group Discussion	LE. 1. Engage each other in conversations which attempt to clarify and resolve issues pertaining to local, state, and national policy.
SOC.	VII. Citizen Involvement	1. Responsible Personal Conduct	LE. 2. Engage in activities intended to contribute to solving a local, state or national problem they have studied.

Philanthropy Theme Framework:

	Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	E. 3. Recognize that citizens have a responsibility for the common good, and define core democratic values.
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	E. 5. Recognize that volunteering requires freedom of choice.
PHIL	II. Philanthropy and Civil Society	PCS01. Self, citizenship, and society	E. 3. Describe a benefit of group cooperation.
PHIL	II. Philanthropy and Civil Society	PCS02. Diverse Cultures	E. 4. Demonstrate listening skills.
PHIL	II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 14. Describe the roles of citizens in government.

Philanthropy Theme Framework (Continued):

	Strand	Standard	Benchmark
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 1. Describe one reason why a person might give or volunteer.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 2. Identify why people practice philanthropy related to their own self-interest.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 6. Compare and contrast behaviors that are helpful or not helpful for the community in our neighborhood, school, and local area.

Lesson Developed and Piloted by:
Sally Engleman
Reeths-Puffer Schools
Central Elementary School
Muskegon, Michigan

Course Name: Social Studies
Unit Title: Philanthropy in Michigan^{3/4} Civil War
Lesson Title: Lesson Four: Philanthropic Michiganians of the Civil War
Grade Level: 3rd - 5th Grades
Duration: Several Thirty to Forty-Five Minute Class Periods or ongoing
(during the Civil War unit)

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.V.1.LE.1 SOC. V.I.LE.3

Philanthropy Theme(s):

- Definitions of Philanthropy PHIL.I.DP01.E.3
- Philanthropy and Civil Society PHIL.II.PCS01.E.5 PHIL.II.PCS05.E.9

Prerequisite Knowledge:

The students will have prior knowledge of the Civil War from reading *Gentle Annie*, their Social Studies text, and/or other materials selected by their teacher.

Purpose:

Students will investigate and acquire information about acts of philanthropy that occurred in Michigan during the Civil War era.

Objectives:

Students will:

- acquire information from books, computer programs, etc., to determine what acts of philanthropy were done by the people of Michigan during the Civil War.
- organize and present their information on a chart, graph, map, or timeline.
- interpret the importance of the information they collect.

Experiential Component:

Students will conduct research through books, computer technology, or other means. This information will be collected and presented in one of several selected formats. (See second bullet in **Objectives** above.)

Materials:

- Access to tradebooks and/or reference books. It will also be helpful if students have access to a computer with an encyclopedia or history program. The computer may be with or without internet access. Other materials will vary according to the presentation format chosen by the teacher and/or students.
- Materials for presentation may include paper, posterboard or art materials.
- Internet: <http://users.aol.com/dlharvey/cwmireg.htm>

Instructional Procedure(s):

Anticipatory Set:

Teacher asks students the question:

“What role did Michigan have in the Civil War?”

- Provide direct instruction to students in order to show them how to use the library, how to look up information in books, encyclopedia, on computers, or the Internet. Direct instruction for the accepted format for citing sources will also be necessary.
- Each student (or group of students) will be responsible for contributing one (or more) pieces of information.
- Have students display their information via a brief written description of the act of philanthropy and a picture (drawn and/or colored by the student.)
- Place information on the classroom timeline, in a class book, on a graph, etc. at the discretion of the teacher
- Each student or group will have an opportunity to share their findings with the class.

Assessment:

The students will create a picture that represents the information they acquire as a result of their research. They will write one or two complete sentences to describe the picture. Students will also need to cite the source of their information, using one of the generally accepted forms for bibliographic references.

Extension:

- Students can begin their own personal “*Timeline of Philanthropy*,” by keeping a journal of their own philanthropic activities, **OR**
- The entire class could have a separate timeline (of the school year, week, month, etc.) of philanthropic activities. Entries could be added as desired.

Notes for Instruction:

The timeline could take any form. It is helpful to start with the present day and move backward through time. The teacher can place dates on cards around the room. Students can create a family tree beginning with themselves. Parent, grandparent and great-grandparents cards, etc. can then be placed around the room at the corresponding dates. Historical cards can also be placed at appropriate locations.

Michigan Curriculum Framework:

Strand	Standard	Benchmark
SOC. V. Inquiry	1. Information Processing	LE. 1. Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.
SOC. V. Inquiry	1. Information Processing	LE. 3. Interpret social science information about local, state, and national communities from maps, graphs, and charts.

Philanthropy Theme Framework:

Strand	Standard	Benchmark
PHIL I. Definitions of Philanthropy	DP01. Define Philanthropy	E. 3. Recognize that citizens have a responsibility for the common good, and define core democratic values.
PHIL II. Philanthropy and Civil Society	PCS01. Self, citizenship, and society	E. 5. Identify one local citizen who has helped the community through giving and/or service.
PHIL II. Philanthropy and Civil Society	PCS05. Philanthropy and Government	E. 9. Describe how philanthropic activities can bring about social change.

Lesson Developed and Piloted by:
Sally Engleman
Reeths-Puffer Schools
Central Elementary School
Muskegon, Michigan

Course Name: Social Studies
Unit Title: Philanthropy in Michigan³/₄ Civil War
Lesson Title: Lesson Five: Decision-Making³/₄ Who Was Right?
Grade Level: 3rd - 5th Grades
Duration: Two or Three Thirty to Forty-Five Minute Class Periods

National Content Standards:

<http://www.ncss.org/standards/home.html>

Michigan Content Standards and Benchmarks:

SOC.I.4.LE.2 SOC.VI.1.LE.1 SOC.VI.1.LE.2 SOC.VII.1.LE.2

Philanthropy Theme(s):

- | | | |
|-----------------------------------|-------------------|-------------------|
| • Definitions of Philanthropy | PHIL.I.DP01.E.3 | PHIL.I.DP02.E.6 |
| | PHIL.I.DP04.E.1 | |
| • Philanthropy and Civil Society | PHIL.II.PCS02.E.2 | PHIL.II.PCS02.E.5 |
| • Philanthropy and the Individual | PHIL.III.PI01.E.4 | |

Purpose:

To allow students to reflect upon and discuss key issues that pertain to acts of philanthropy and good citizenship before and during the Civil War.

Precautionary Note:

This lesson examines some issues on civil disobedience related to the anti-slavery movement. It presumes students have a sophisticated prior knowledge base on the morality of disobeying an unjust law.

Objectives:

Students will:

- be able to take an assigned viewpoint or position and support it with a reasoned argument. One viewpoint will be “The citizens of Marshall were right to disobey the Fugitive Slave Law.” Another viewpoint will be, “How did the citizens of Marshall decide which laws were unjust.”
- be able to express their own opinion on a given topic and support their opinion through persuasive writing. Possible topics might include: Civil disobedience, Unjust laws, Consequences of civil disobedience, or Quaker principles prohibiting slavery.

Experiential Component:

The students will work in cooperative groups to prepare material to support their position using reasoned arguments.

Materials:

- Paper and pencils for note-taking
 - Various books relating to Civil War issues (selected by the teacher).
 - Perhaps the best book for fourth graders is *Friends* by Gloria Whelan.
 - Another excellent book is *Who Comes With Cannons?* by Patricia Beatty.
 - Many fourth grade social studies texts also have excellent issues to discuss in the Civil War chapter
- <http://www.marshallmi.org/about/history.html>

From Marshall's Web site:

Marshall (Michigan) was a station on the Underground Railroad and a strong anti-slavery town. In 1846, Kentucky slave chasers tried to capture escaped slave Adam Crosswhite and his family in Marshall. Leading citizens in turn arrested the Kentuckians and smuggled the Crosswhite family into Canada.

The rescuers were convicted of “depriving a man of his rightful property” in Detroit Federal Court in 1847. They paid fines which they were to consider a badge of honor.

The Crosswhite Incident is mentioned on several of the dozens of historical markers the town boasts. A few years ago the Marshall Historical Society marked Crosswhite's grave (he had returned to Marshall after the Civil War) where he rests a few hundred feet from several of his rescuers.

Notes:

- ***Friends* by Gloria Whelan** is historical fiction. It tells about a young white girl in Marshall Michigan who becomes friends with one of the Crosswhite children. The Crosswhites were a family of escaped slaves who settled in Marshall. When a slave-hunter came to return the family to their former owner, the citizens of Marshall defied the Fugitive Slave Law, thereby blocking the capture of the Crosswhites. They ultimately helped the family escape to Canada.
- ***Who Comes With Cannons?* by Patricia Beatty** is historical fiction. It tells of the problems encountered by a Quaker family during the Civil War and their involvement with the Underground Railroad. Many of the texts also relate the story of the Crosswhite family.

Prerequisite Knowledge:

Students will have had an opportunity to read and discuss the selected book or section of social studies text.

Instructional Notes:

- Students will have had an opportunity to read and discuss the selected material.
- Discuss the concept of formulating a reasoned argument with the class. This activity requires: Active listening to the comments of others, no put-downs or personal comments, staying focused on the topic when stating a point or responding to another person's point, agreement to close discussion at the end of the allotted time.
- If possible, show some videotaped debates such as a presidential debate.

Instructional Procedure(s):

Anticipatory Set:

Facilitate a student discussion by asking the question:

“Is it ever right to disobey a law?”

- Divide the class into groups of four students.
- Each group consists of two dyads.
- Each dyad will be assigned one side of an issue. For example: The Crosswhite family and the citizens of Marshall were right to disobey the Fugitive Slave Law.
- Groups will be given time to meet, discuss and prepare statements of support for their side of the topic. Recommended time for student discussion and preparation is about fifteen minutes. It is often helpful to have the students prepare their reasoned arguments on one day, spend about five minutes reviewing them, and then present on the second day. Many students will actually discuss the topic with their families at home between the two days, and will arrive at school with much richer information to contribute.
- Dyads will be given an opportunity to “present their position” to each other. The format includes time limits and questions. Most groups at fourth grade level will need from two to four minutes for presentation and two to four minutes for questions.
- While one group is presenting their position, the other students will be listening and recording their observations. Divide a sheet of paper down the middle with one side representing a paired viewpoint. Students tally the reasons they find most convincing.

Assessment:

The students will write a paragraph stating what they would have done as a citizen of Marshall. Each student will need to have a topic sentence and supporting reasons for their action. Correct paragraph form, complete sentences, and correctly spelled known words are expected.

An alternative assessment would be to have the students write a facsimile of a newspaper article about the case.

Rubric:

- 4 points:** Topic sentence clearly stating an opinion, at least two supporting details which state their reasons for holding that opinion, complete sentences, correct spelling of known words.
- 3 points:** Topic sentence clearly stating an opinion, one supporting detail stating their reasons, complete sentences.
- 2 points:** A clearly stated opinion, details, sentences, spelling questionable.
- 1 point:** An unclear opinion.
- 0 points:** No response, illegible, unrelated response.

Extension:

As a class, or as individuals, the students could collect information and/or research a current issue having opposing sides. Students could debate this issue, write about this issue, or hold a class discussion. It would be most meaningful if the class could write letters to an official or to the newspaper stating their position on an issue.

Bibliographical References:

These may vary at the discretion of the teacher. The following trade books are recommended:

- Beatty, Patricia. *Who Comes With Cannons?* Scholastic, Inc., 1992. ISBN: 0-590-22378-x.
- Whelan, Gloria. *Friends*. Thunder Bay Press, 1997. ISBN: 1-882376-54-4.
- <http://www.marshallmi.org/about/history.html>

Michigan Curriculum Framework:

	Strand	Standard	Benchmark
SOC.	I. Historical Perspective	4. Judging Decisions From the Past	LE. 2. Select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations, the interests of those affected by the decisions, and the short- and long-term consequences in those decisions.
SOC.	VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	LE. 1. Pose local, state, and national policy issues as questions.
SOC.	VI. Public Discourse & Decision Making	1. Identifying and Analyzing Issues	LE. 2. Explain how a particular public issue became a problem and why people disagree about it.
SOC.	VII. Citizen Involvement	1. Responsible Personal Conduct	LE. 2. Engage in activities intended to contribute to solving a local, state or national problem they have studied.

Philanthropy Theme Framework:

	Strand	Standard	Benchmark
PHIL	I. Definitions of Philanthropy	DP01. Define Philanthropy	E. 3. Recognize that citizens have a responsibility for the common good, and define core democratic values.
PHIL	I. Definitions of Philanthropy	DP02. Roles of Government, Business, and Philanthropy	E. 6. Explain why acting philanthropically is good for the community, state, or nation.
PHIL	I. Definitions of Philanthropy	DP04. Operational Characteristics of Nonprofit Organizations	E. 1. Describe how citizens organize in response to a need.
PHIL	II. Philanthropy and Civil Society	PCS02. Diverse Cultures	E. 2. Discuss the importance of respect for others.
PHIL	II. Philanthropy and Civil Society	PCS02. Diverse Cultures	E. 5. Identify the relationship of individual rights and community responsibility.
PHIL	III. Philanthropy and the Individual	PI01. Reasons for Individual Philanthropy	E. 4. Give an example of how citizens acted for the common good.

Lesson Developed and Piloted by:
Sally Engleman
Reeths-Puffer Schools
Central Elementary School
Muskegon, Michigan